

**Acorn Education
And Care**

Statement of Purpose



**Poppy Lodge
SC482293**

Acorn Education And Care

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1. QUALITY AND PURPOSE OF CARE

Poppy Lodge is a GOOD rated Ofsted registered home, who's aim is to provide a safe and secure environment for up to 7 Young people aged from 10 to 18 years on admission with complex, social, emotional and mental health difficulties, who may have also suffered other traumas such as neglect, physical, emotional and sexual abuse.

The home will work with the Young people to develop and practice the skills for a successful transition into adulthood and the wider community. We recognise the need for the Young people in these key developmental years to be given opportunities to learn and develop through experiential learning. The home aims to practice and promote independence whilst having a robust support system in place should this be required. The home aims to work closely with wider agencies, clinical team, placing authorities and families to try and enable positive outcomes and an ethos of close joint working. We aim to use our ethos of being a family home, who take part in a lot of outdoor/indoor activities such as adventure days, holidays, as a way of improving self- esteem and learning how to build positive relationships.

The home will endeavour to help the Young people to practice independence in an environment that promotes being healthy. There are endless opportunities for the Young people to enjoy, achieve and celebrate success in education, social living and a vast range of recreational activities. The Young people are encouraged to make a positive contribution to both the running of the home and it's features and to maximise their involvement with the local community.

At poppy lodge we understand the importance of creating and sustaining a nurturing environment combined with unconditional positive regard, even in times of crisis. The environment also contains consistency, stability and structure with clear boundaries. Trust, self-confidence and self-esteem are built when children recognise that the adults caring for them will not let them down, leading to positive well-being for the children and young people.

The staff team operate a model whereby the teams work 4 days on 8 days off. This has changed from the previous 7 days on 7 days off. We as a management team realised that the old shift pattern was no longer working for staff retention and well- being. Leading to struggles to recruit and maintain core staff. The new shift pattern is aimed to retain core staff and reduce fatigue, use of agency workers and in return create a more stable staff team for our young people. This model offers a high level of consistency, which is essential for our children to grow, build relationships and identify adults in which they can trust that will care for them and meet their individual needs.

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Below is a brief simplified insight into the type of approaches we use at poppy lodge:

Staff recruitment is not just based on qualifications. Life experience plays a part. We actively recruit staff of different ages, gender, cultures and religious backgrounds. Positive social role modelling is a vital part of our work.

- We provide a safe and secure environment offering structure and consistency of boundaries to children and young people, coupled with a homely living environment in which the children are a key part of creating.
- We listen to children and young people and encourage them to be involved in all aspects of their care.
- We provide an open and honest environment for young people and staff to promote this
- Encourage respect for each other and enhancing positive relationships with others in and outside the home.
- We individually tailor care, education and therapy programmes and ensure that the collaborative practices between care, therapy and educational staff provide the young people with consistency and security.
- We focus on a young person's strengths and use these as a basis to create achievable targets that address difficulties.
- We safeguard children and young people and take a proportionate approach to risks that minimises the risk of harm but also allows them to experience positive growth and development.
- We enable children and young people to explore past events, the present and their future possibilities in a safe and supportive environment.
- We enable children and young people to find new ways of resolving conflict and dealing with negative emotions. Ultimately our aim is to empower the children by giving them the skills and motivation to solve their own problems.
- We promote good communication and effective working relationships between relevant parties that keeps young people at the centre of all care planning and review.
- We provide realistic expectations of behaviour and sensitive measures of control.

2. ENGAGING WITH THE WIDER SYSTEM

Engaging with the wider system, our children's residential home actively fosters connections with families, schools, and community resources. We believe in collaborative partnerships that empower children to thrive within a supportive network. Through open communication and involvement, we strive to create an inclusive environment that not only addresses the immediate needs of the child but also promotes their long-term well-being. Our commitment

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extends beyond the walls of our facility, aiming to integrate each child seamlessly into the broader community, ensuring a holistic and enriching experience.

Engaging with the wider system is at the heart of our mission, as we recognise the vital role families, schools, and community resources play in a child's growth. We cultivate strong partnerships with local authorities, guardians, and family members where appropriate, fostering open lines of communication to better understand the unique needs and aspirations of each child under our care.

This is achieved through our Reg 45 forms that we send out monthly to local authorities so that we may review feedback, make adaptations and learn. It is important to us that we create these strong working relationships so the benefit can be seen through the progress of the child.

Collaboration with schools is a cornerstone of our approach, as we work closely with educators to support academic progress and social development. We attend all parent evening meetings, actively participate in PEP discussions and facilitate a seamless flow of information to ensure continuity in the child's educational journey, this is to also discover if there are any areas of support we can provide in the home.

Beyond familial and educational connections, we actively engage with community resources to enrich the overall experience for the children. Whether through extracurricular activities, local events, such as local fireworks, local experience days we aim to provide a diverse range of opportunities that contribute to the child's personal and social development.

Our commitment to the wider system extends beyond routine interactions. We strive to be a positive influence within the community, this could be from food donations to our local supermarket or writing cards for neighbours.

As a home, we work with local resources such as PCSO's. This relationship is integral in helping keep our young people safe but to also educate them at times. We have had our local PCSO's stop off and speak to our young people, enabling them to ask questions and get to know those around the area who are also working to keep it safe. This relationship is beneficial to staff as the police may update them to anything concerning going on in the area and even update them on future educational events that are being run locally.

In essence, our residential home is not an isolated entity but a dynamic part of a broader support network. Staff have good knowledge of CAMHs support team and are aware of other services they can approach for guidance or extra support, depending on what is needed and what a child may be struggling with. For example, if a child were to be struggling with substance abuse, or they needed further education, staff have access to the local "Catch 22" referral system.

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Through active engagement with families, schools, and services in the local community, we endeavour to create an environment that not only addresses immediate needs but also fosters the long-term success and happiness of every child in our care.

3. VIEWS, WISHES AND FEELINGS

We encourage children and young people to take an active part in making decisions that affect their lives. Consultation with children and young people is viewed as an essential part of their care and development, and takes numerous forms: community meetings, involvement in Care Planning and Statutory Reviews, regular feedback obtained, key work sessions, Regulation 44 visits and inspections carried out by OFSTED.

Community meetings

The purpose of community meetings is to encourage and support our children and young people to speak out and listen. Children and young people can express their views and be involved in decisions about living at poppy lodge. Community meetings are held regularly and we have taken a more relaxed approach at these meetings. For example staff will initiate these conversations around the dinner table, when relaxing in communal areas etc so that it doesn't feel institutional. Previously staff would call the young people to the table to have a "community meeting", some young people would say to LF that this felt unnatural and it made it hard for them to want to engage. So we changed the way we approached this. Topics we would discuss in these conversations would include:

- Support children to reflect on the week that's past
 - To consult the children about the running of the home
 - Recap of house routines and boundaries
 - Discuss the Décor of the home
 - Cultural needs, ideas & upcoming events
 - Opportunity to raise any compliments or complaints
 - Activities they would like to do
 - Meal suggestions
 - Clothing/ toiletry needs

These give the children the opportunity to find their own voice, share their views and feelings, challenge their peers and adult members of the community, to develop empathy and to contribute to the development of the home.

4. EDUCATION

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Education

At poppy lodge we recognise that all children and young people have the right to education and understand the importance and significance of education in the lives of young people, and how education can enrich and empower them. Education is a high priority to us and a great deal of emphasis is placed on encouraging our children and young people to reach their optimum potential.

Educational arrangements

We recognise that all children and young people have individual needs and in order to support them, children at poppy lodge will attend the most appropriate education provision dependant on their individual capabilities to allow them to reach their full potential. This may range from:-

- Attending local mainstream schools
- Attending local special schools
- Accessing particular colleges, apprenticeships or training programmes, or;
- Attending our own special school provision linked to the home- Jubilee school

Despite what educational provision is accessed by our children; our care and teaching staff work in partnership with each other and the placing authorities aims to enable children and young people to work towards their goals and equip themselves as well as possible for their future.

The adults at Poppy Lodge work in partnership with the education staff and Local Authorities to support children with Special Educational needs as identified through their Education Health Care plans, IEP's, PEP meetings and statutory Reviews.

The adults at Poppy Lodge will help children and young people get to school, attend after school activities and complete their homework. They will also work with education staff and other professionals in supporting children and young people meet their identified educational and training needs. This includes; supporting children to access a mainstream provision or preparing young people to transition to college or training programmes.

At Poppy Lodge children and young people have a specified time and area within the home in which to carry out homework with support available from the adults. The adults encourage children and young people to regard discovery and learning enthusiastically and to be open to lifelong learning.

Registered school

JUBILEE SCHOOL

(Mixed 8-18 years)

84-86 Jubilee Road

Waterlooville

Hampshire

PO7 7RE

Tel: 02392 250963

Head Teacher: Joanne Summers

Joanne.summers@acornjubileeschool.co.uk

Poppy Lodge has a purpose-built school called Jubilee school within 10 minutes travelling time from the home. The school is registered and achieved a Good Ofsted Rating

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The educational aims of Jubilee School are as follows:

- To provide an environment that is conducive to learning where every pupil is given the support and encouragement to meet the demands of educational and personal development.
- To provide a relevant curriculum, this is appropriately broad, and balanced.
- To establish the individual needs of all pupils and to devise a programme which targets those needs and develops core literacy, numeracy and ICT skills within Key Stages 2&3.
- To develop social and living skills as well as moral and cultural understanding, this will assist in preparation for adult life.
- To foster in pupils the value of education as a life- long process and to assist them in acquiring the necessary skills to develop and adapt as individuals in a changing society.
- To work in partnership with parents where appropriate and with all relevant external agencies to give pupils specialist provision of the highest quality.

Jubilee School Referrals process

As part of the initial referrals process to the home the educational needs of the child will be assessed. Where children or young people are identified as requiring a school provision within Jubilee school; referral information will be sent to the head teacher for review. The school may then request any additional information to support them to make an effective assessment as to whether they can meet the child's needs. Additional information may include; ECHP's, PEP reports, Educational psychology reports, discussions with previous schools etc. If a young person does not currently have an EHCP, this will need to begin or be in process.

5. ENJOYMENT AND ACHIEVEMENT

At Poppy Lodge we actively encourage children and young people to experience a variety of activities and pursue different interests. We support them to develop existing and new hobbies. We acknowledge the importance of sport in developing an appropriate level of competition, teamwork, physical and mental health and so actively promote participation in a range of sporting activities.

At the homes we partake in various activities as a group throughout the week; this includes things like; board games, arts & crafts, games consoles, movie clubs, BBQ's, outdoor sports games, biking riding, home baking and imaginative play.

We often go off-site and visit the local area, such as the forest, the beach, swimming, cinema, flip- out, farms and fruit picking, We aim to ensure the boys have at least 2 holiday a year, this can be in the UK or abroad if appropriate.

We are aware that some activities require qualified instructors or leaders for safety and insurance purposes. Activities involving risk will be carefully checked and a risk assessment will be completed where necessary before they are undertaken.

All of the children have an input into the activities we do within the homes community meetings.

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We also understand the importance of building positive social skills and experiences and that belonging to groups can help a child or young person to find their own identity. We encourage children and young people to integrate with clubs in the local area. Opportunities include:

- Bowling
- Horse-riding
- Swimming
- Gymnastics
- Football and Rugby
- Ice-skating
- Library
- Music clubs
- Youth clubs
- Paddle boarding
- Mountaineering
- Camping
- Cookery Classes



Evening Sunset Watch France Holiday 2023

It is important for the adults to be aware that children and young people in care can easily become isolated from the local community. Key-workers actively encourage community involvement for children if they are emotionally able to cope with the activities offered within the locality. Key-workers investigate and develop links with all potential activity providers within the community setting.

Preparing for Independence- Poppy Lodge

At Poppy Lodge we support young people to develop independent skills to equip them further for when they leave Poppy Lodge into fostering, semi supported housing and into adulthood. In line with their own needs, they will learn how to cook, complete laundry, and budget, shop independently, health and safety around the home and much more. Each child has their own independence folder. This is so that staff can record their progress in a physical folder so that the young can look back on what they have learnt and see how well they are doing with learning these skills.

Prior to the creation of this folder, each key worker will complete an independence skills form, this shows what skills the children currently have and what skills they need support with.

They will also at an agreed time with the social worker, have use of a mobile phone. By the time they leave they feel empowered and not so apprehensive of the responsibilities that will soon be solely theirs. They will have free time, use public transport and learn to manage their own appointments. They will be supported through the whole process so that they feel safe whilst doing so whilst they develop independence at the same time.

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Poppy lodge have a semi independence flat attached to the home. When the boys are ready they will transition into the flat so that the staff can help them improve independence skills. This is so we can equip them with the skills that they will need for the next stage of their transition into adulthood.

Leaving Poppy Lodge

Poppy Lodge works to prepare the child into the next transition in their lives which could be into foster placement, independent / supported living or even returning to the family home. We will liaise with social worker and family to ensure all plans are in place and that it will be as smooth running as possible. Any visits will be facilitated by Poppy Lodge in an attempt to make it a successful and as pleasant as possible against any fears that they may have.

All children and young people when leaving Poppy Lodge, where appropriate, will have the option to partake in a leaving event led by the child; this can include a leaving party, a meal or a special activity.

We encourage all children to stay in touch should they need any form of support or just to let us know how they are doing. This assists in tracking success and access still to a secure and safe base for the child should it be needed.

6. HEALTH

When Children and young people come to live at Poppy Lodge we request that they have a medical check-up. Children and young people are registered with, and encouraged to attend, a local GP and dentist who will deal with both routine and emergency treatments. Each child and young person will receive a:

- 6-monthly dental check
- Annual eye test
- Annual statutory medical assessment

All children and young people may choose whether or not they are accompanied by an adult to see their doctor, optician, dentist or nurse and where practicable, may see a doctor of either gender if they prefer. Staff encourage children and young people to maintain good personal hygiene at all times and are encouraged to bathe daily and wash their hair regularly.

We monitor and record details related to the overall health and wellbeing of each young person and are mindful of the following:

- Health history (past illness, operations, vaccinations, immunisations, allergies, developmental milestones, prescribed medication, current treatments)
- Diet including cooking and menu planning.
- Exercising and keeping fit
- Dental care
- Optical care

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- Sexual health
- Side effects of any medication

We actively promote good health care. We will support children and young people to remain healthy through the provision of information and guidance on health issues, including diet, sexual health, smoking and substance abuse. Smoking is not permitted within Poppy Lodge and smoking cessation will be proactively encouraged by the adults.

7. POSITIVE RELATIONSHIPS

At Poppy Lodge, we highly value the importance of supporting and encouraging family relationships where appropriate, we recognise that children and young people having links with their families and knowledge of their life story, is an important part of their emotional development and attachment needs.

The adults at Poppy Lodge will support all children and young people to maintain quality contact with family, friends and other people who play a significant role in their lives. Prior to admission contact arrangements are discussed, along with any restrictions to contact, and made clear to all parties involved. We will work with others to plan, review and implement appropriate links and agree a contact plan with the child or young person's placing authority.

Decisions about contact will feature on the agenda within statutory review meetings. Children and young people will be involved in these discussions and will be able to express their views and wishes.

The adults at Poppy Lodge are able to support and supervise contacts with family where this is required and appropriate; it is important that this is discussed in advance to ensure that the homes have access to the resources and any support they may need in order to carry out family time safely and effectively for all involved. Transport is available to take children and young people to contact that is away from the home; this must be agreed with the local authority in advance.

Telephone contact can be made with the children or young people after school times and before bed times; children can also have the use of the telephone at the home to call friends, relatives or family. Children and young people are also supported with the tools to carry out letterbox contact where appropriate.

All contact sessions are recorded, whether supervised or not supervised. This is important as our reports highlight any impact on the child's emotional well-being, both before, during and after contact takes place.

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At Poppy Lodge we prefer not to have contacts with parents take place within our homes; this is because we are mindful of the impact this may have on our other children and young people who live with us. It can cause emotional distress and also be overwhelming for the children to have strangers within their home. The homes will support families to have initial visits to the homes to see the child or young person's environment and their bedrooms as we know how important it is to reassure families that their children are being cared for in a suitable, nurturing environment. These visits will be planned in accordance with the needs of the home. We are however able to facilitate sibling contact at the home, this is something we discuss with our young people to ensure they feel safe and happy with this.

8. THE PROTECTION OF YOUNG PEOPLE

First and foremost, we have a duty to protect the children and young people in our care. We are committed to providing a homely environment where children and young people can live safely, without fear of abuse, intimidation, oppression or threat from anyone. The adults will challenge any activity intended to hurt, harm or offend another.

Bullying

Poppy Lodge is committed to ensuring the children and young people have a positive experience of living at the home. We recognise that many young people may have difficulties in establishing trusting relationships with adults and forming positive relationships with each other; this, in some cases, may have the potential to result in behaviours that are construed as bullying.

The home has a pro-active approach to identifying bullying and managing it so that it does not add to the negative experiences to which children and young people in care have already been exposed to. The home's environment supports a sense of community and a family home, reducing the likelihood of bullying taking place without the adults being able to quickly identify and act upon it.

Addressing bullying in the early stages can decrease the effect and reduce the chance of bullies themselves getting into trouble later in life.

Within our home policies, we have "The Poppy Lodge Bullying Protocol". This is a guidance on how adults support young people to overcome any bullying behaviours. This has been put into a document for all young people to sign and refer to.

The bullying protocol is not designed to punish the individual, but to educate them on the behaviours to help prevent the behaviours continuing and to help promote reunification between peers.

Missing Child:

It is explained to all children on admission, in language appropriate to their age and ability, that if they are away from Poppy Lodge without permission the adults will be worried as to their

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whereabouts and safety and will have to take action to locate them and return them home. Each child and young person at Poppy Lodge has their own individualised missing protocol and risk assessment in place which highlights the steps to take should a child or young person go missing. Following all episodes of missing, a return home interview must be conducted by an individual person outside of the home- this is the local authorities' responsibility to arrange within the agreed timeframe.

Child Sexual or Criminal Exploitation:

Poppy Lodge is committed to preventing children and young people being subjected to child sexual exploitation or criminal exploitation. Staff are trained in Child Protection, Online Safety & Impact of Social Media Online, CCE, Sexual Exploitation & CEOP to help spot the signs of CSE and CCE. They are vigilant when accessing the community with children, to further minimise the risk of Sexual or criminal exploitation. Where CSE or CCE is a particular risk for a child this will be explicitly detailed in their risk assessment, care plan and individual behaviour support plan.

Further details can be found in our CSE Policy and Safeguarding Children and Young People Policy which is available on request.

Behaviour support

Rewards

The adults at Poppy Lodge are aware of how much positive regard can help to build up a good sense of self and self-esteem, we endeavour to create a setting that functions positively, making greater use of rewards and positive reinforcements, using consequences only when absolutely necessary. Poppy Lodge are more geared toward natural consequences and rebuilding relationships following displays of negative behaviours or not following the routines and boundaries of the home.

While we promote positive behaviours, we realise that children and young people will make mistakes and should be able to learn from these in order to develop and be ready to be a positive member within society. However, there is a clear expectation that boundaries will be kept and if breached a series of measures are used to maintain them.

The homes are very quick to recognise, reward and celebrate when children are managing their behaviour appropriately. We operate a daily reward system that are bespoke to the home, which rewards positive behaviours like following daily routines and incorporates individual targets to encourage development.

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Poppy Lodge no longer have a rewards system in place, this is so achievements can be recognised in a less institutionalised way. Rather than the young people putting pressure on themselves and measuring their success against each other, this method helps celebrate and

recognise the young persons individual needs and achievements so that they can focus on their development and goals.

Children and young people also have the option to work towards larger rewards of their choice, based on their own interests and goals, which are tracked point in time reviews.

Natural Consequence & Restorative Justice

Consequences will only be used sparingly and after all other alternatives have been considered. If the need is felt to impose a consequence, the child will be informed and the matter discussed with the Team Manager before deciding an appropriate consequence. Consideration will be given to the child's emotional state, understanding of their behaviour and the effect that imposing a consequence will have on future relationships.

The adults focus consequences around restorative justice and where possible the consequence is used as an opportunity to further develop relationships with the child or offer an education or learning outcome from the consequence.

Children and young people with attachment difficulties will present with a lot of low-level undesirable behaviours. These behaviours will normally be managed with natural consequences within the daily routines and structures of the home. Examples of these could be; clearing up any mess, delay in joining activities, 'time in' with a staff member or helping to cook dinner.

Significant consequences are given where there is an escalation in behaviour and are implemented to address serious behaviours which cannot be managed within everyday natural consequences.

In all cases, staff must adopt a restorative justice approach where the child can be given the opportunity to learn from the behaviour, rebuild relationships or give back to the community.

Use of Restrictive Physical Intervention

The use of Restrictive Physical Interventions (RPI's) should be a last resort when trying to manage and redirect behaviours. We believe that strength of relationship between adult and young person is key in managing challenging behaviours. Where possible we use all other strategies and techniques to avoid an RPI.

These strategies and techniques differ from each individual and their needs, however, some examples are:

- Active listening whereby staff use their facial expressions, tone of voice and body language to communicate that we care for and support that child.

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- Strengths, this method involves reminding the child or young person that you and others are also people who have needs, which is also important. Staff can prompt young people with cues such as “remember when this happened before and how you dealt with the situation in a really positive way”.
- Prompting is commonly used to keep a young person on task or focused and gently remind them of what is coming up.

The principles relating to the use of Physical Intervention may be summarised as follows:

Staff should have grounds for believing that immediate action is necessary to prevent a child or young person from significantly injuring himself or others.

Staff should take steps in advance to avoid the need for the RPI, e.g. through dialogue and diversion and the child should be warned verbally that an RPI would be used unless they stop their behaviour.

Only the minimum force necessary to prevent injury or damage should be applied.

Every effort should be made to secure the presence of other staff before applying the RPI. These staff can act as assistants and witnesses.

As soon as it is safe, the RPI should be gradually relaxed to allow the child or young person to regain self-control.

RPI's should be an act of care and support, not punishment.

If an RPI is used to help manage a child or young person's behaviour is important that once the RPI has finished and the both the young person and the staff member are calm, the staff member initiates a repair with the young person, in the form of either a debrief or a discussion about what lead up to the RPI, we call this re-attunement and see this as a vital part of any RPI due to the learning involved for the child or young person. This is an essential part of the RPI and is where much of the learning and development of the relationship takes place.

All incidents involving the use of an RPI will be recorded in detail on an incident report.

Further details can be found in appendix D- Our Restrictive Intervention Model.

Monitoring of behaviour and incidents

The Registered Manager & Deputy Manager will monitor all incidents of behaviour support, consequences and the use of restraint to identify trends and patterns that will assist with improving practice and supporting the child or young person. The information from the analysis helps to inform our care planning, risk assessing and individual behaviour support plans.

If any trends or patterns are pick up group workshops will be held as a team – These may include refresher sessions and also record and reporting sessions.

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Surveillance & monitoring arrangements

The home recognises surveillance and monitoring as a priority of safety. It is important that we strike a careful balance to maintain safety and not intrude on a child or young person's privacy and independence.

There are no electronic / mechanical surveillance devices within the properties. There are waking night staff members who are on duty throughout the night to support a child if they need it, as well as day staff sleeping in. Any such devices would not be used unless it was a need to benefit the Childs care due to extenuating circumstances. If this became a need, discussions would be had with local authorities to gain their thoughts and possibly even come up with alternate strategies.

All children and young people within the home will require consent for taking images to be completed by the placing authority or those with parental consent, alongside the authorised use of these images.

The homes have mobile phone protocols is in place for all staff members detailing the safe and appropriate use of mobile phones. Mobile phones are not used for taking images; each home have specific cameras for the safe use of this.

9. LEADERSHIP AND MANAGEMENT

Registered provider, Responsible Individual & Registered manager

Poppy Lodge is owned by Outcomes First Group. Mr David Leatherbarrow is the companies CEO.

The Registered Address for the Company is:

Outcomes First Group | Atria | Spa Road | Bolton | BL1 4AG

Responsible Individual Details	Teresa Coxford Hampshire Head of Care/ RI- registration pending Email Teresa.coxford@acorneducationandcare.com
Qualifications	I have 27 years' experience in supporting children and young people. I am currently the Director of Children's Coastal Care Consultancy where I am currently supporting as the responsible individual for OFG for eight of their homes in Hampshire and Wiltshire.

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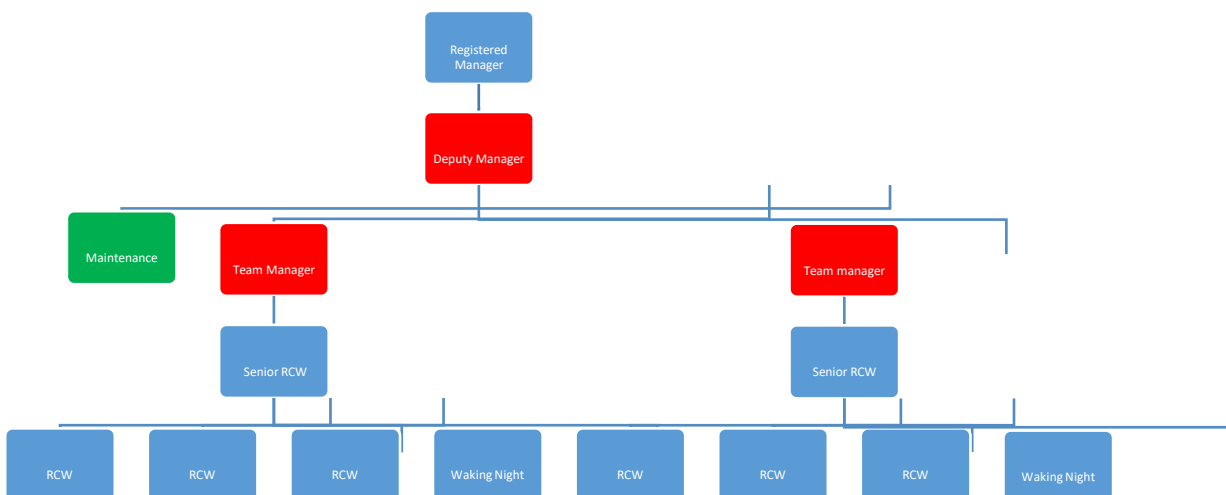
	Previous to this I was the Head of Care and responsible individual for another company where I supported a total of six homes in achieving Outstanding gradings with Ofsted and four homes with a grading of Good that were on the road to outstanding.
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Registered Managers Details	Lauren Fenton Email: lauren.fenton@acorneducationandcare.com
Qualifications/ Experience	QCF level 3, ILM, DDP level 1, level 3 health and social care – Lauren is enrolled on her level 5 QCF - DSL
Deputy Home Manager Details	Kyle Major Email: kyle.major@acorneducationandcare.com
Qualifications/ Experience	In Progress of Completing QCF level 3. Trauma Informed Practise, Deputy DSL.

Poppy Lodge places great importance on recruiting and retaining high calibre staff that possess appropriate qualifications and experience. We aim to appoint a staff team of mixed ages, gender and ethnicity, that individually and collectively present as positive role models for the children and young people in our care. At all times, we will have the appropriate number of staff on duty with the necessary experience and ability to meet the needs of the young people.

The teams handover to each other every 4 days, both LF and Km are present. We also have a team meeting once a month where all staff come together

Staffing Structure:



Details of staff qualifications and experience can be found in Appendix A.

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Supervision, Training & development

We fully recognize that our staff team forms the essential strength of our service and we are committed to supporting individual growth and development for our employees. All staff at Poppy Lodge will go through a detailed induction process and a 6-month probationary period when they arrive at the home. All staff have access to frequent support and supervision from their line manager.

The object of supervision is to monitor individual performance against identified standards, support staff in their day-to-day work and develop them in their professional role, by offering advice, guidance and training.

Key points of Poppy Lodge's approach to supervision are:

- All staff have a supervision contract.
- All staff are regularly supervised by their line manager or a senior member of the staff team. The frequency of supervision is dependent upon an individual's role and level of experience.
- The supervisor records notes of the supervision session on the homes cascades system which the supervisee has access to and is able to electronically sign.
- Individual supervision for staff members are kept confidential unless safeguarding concerns are evident and for monitoring purposes.
- A supervision tracker is available on access

Regular staff team meetings facilitate sharing of information, developing skills and learning retrospectively from issues/incidents. Key issues in the implementation of each child or young person's Care Plan are discussed by the whole staff team at such meetings. Team meetings also allow the space for in-house workshops and reflection on the homes strengths and areas where improvements can be made.

As part of the induction process staff are trained in:

- Bullying
- Care of Medication
- Safeguarding
- CEOP
- Child Protection
- Child Sexual Exploitation
- Complaints
- Driving Awareness
- Equality and Diversity
- Female Genital Mutilation
- Fire safety
- First Aid
- Food Hygiene
- General Data Protection Regulation
- H&S
- Infection Control
- Ligature
- Online Safety
- Prevent
- Risk Assessment
- Crisis prevention training (MAPA Training)

Upon successful completion of the probation period, all staff are registered on and begin working towards the QCF in Children and young people. All staff are expected to undertake

training as part of their employment and complete their qualification to enhance practice and development within the homes.

10. CARE PLANNING

Criteria for Admission

Potential referrals will be carefully assessed by the manager to ensure that:

1. The home is able to effectively meet the child's needs;
2. These needs fall within the home's Statement of Purpose;
3. Effective placement planning and risk assessment can be achieved should the referral convert into a placement.

To support the assessment, documents requested from the referring authority will include:

- The most recent statutory review report;
- All specialists' reports e.g. psychology;
- School reports;
- EHCP's;
- The core assessment;
- Family tree;
- Any relevant court reports;
- Chronology of significant events on the child;
- Risk assessments.

It is important that the placing authority provides detailed and comprehensive documentation about the child. This will enable the home to make an informed decision about the appropriateness of the referral including the capacity of the home to meet the assessed needs of the child, and any additional resources or services that may be required to achieve this.

As part of assessing the suitability of the referral, where appropriate the child should be visited in their current placement, provided with the opportunity to visit the home, and have the opportunity to be part of the decision making process about the possible move. Other professionals within the wider company should also be part of the referral process and supporting the home manager in agreeing suitable referrals; this includes input from school (where appropriate) and the clinical team to ensure we can work together to meet the needs of any identified children or young people.

Meeting the staff and other children is also important as this can reduce some of the anxiety they will understandably have about moving to another home. Where possible, a child's parents/carers should also have the opportunity to be involved in this process.

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For all new admissions the following forms are completed:

- ❖ **Pre-placement checklist** recording all documents received from the placing authority regarding the new admission.
- ❖ **Pre-placement information / risk assessment** of the child (to be completed by the placing social worker). The home must ensure that any risks identified are subsequently addressed in the child's risk assessment.
- ❖ **Pre- placement Impact assessment** this serves to identify the potential impact on the child of being placed in the home, together with the impact they may have on the established group and each individual within it.

Emergency Placements

Whilst a planned placement is always preferable, there may be circumstances where it is appropriate to agree to the admission of an emergency placement i.e. an admission made within 24 hours of the initial referral contact. In such circumstances there is likely to be less information available about the needs and characteristics of the child.

We will only consider an emergency placement in exceptional circumstances once we have received sufficient information from the Local Authority in order to effectively assess the needs and matching of the child or young person. ***The local Authority must then attend a placement planning meeting within 72hrs of the Child's placement at the home and provide all outstanding documentation.***

Following Admission to the home

We thrive to ensure that the admission of new children are well managed (whether this is planned or an emergency placement) and with little impact on the child arriving and the other children at the home. Some of the things we do at the home to make new children and young people feel welcome is:

- The child's bedroom will have been prepared in advance, be clean, tidy, warm and homely, and provided with appropriate toiletries.
- When a child pre-visits the home, we will always show them their new room and ask them what they would like in their rooms, such as furniture and decoration. This is to enable them to make their safe space their own.
- Based on what we know about the child, we will buy them something personal for their bedroom to make it homely and comforting for them.
- We hold a welcome community meeting
- We have a welcome takeaway (our new children choose what this will be)
- Children guide is given
- We send a welcome guide to the child or young person prior to their arrival; this outlines what staff members are on duty the day they arrive and includes other personalised things that they may need to know. When emergency admissions have been accepted and there is no opportunity to visit the home first, we will send pictures of their bedroom and other areas of the home.

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- On admission or as soon as possible thereafter, the child will have an informal meeting with their key worker and, if not already provided, be given an
- information pack containing information about life in the home including daily routines, pocket money, use of telephones, household jobs, activities, education and how to raise concerns, complaints and the fire evacuation procedure. The child will be given the opportunity to ask questions, meet other resident children, and staff. The induction checklist will be completed with the child.
- An inventory will be made of all clothes and personal possessions bought in with the child.
- We would ensure that the child's health care/medication needs are not disrupted by the process of moving to a new home. The child must be registered with local primary health care providers (G.P., dentist, optician) and initial appointments made.
- If not already received, consent forms e.g. for medication and medical treatment, must be obtained.

Within 7 days of the placement starting there should be a **placement planning meeting** involving the home, child, their family, and the placing authority.

The purpose of the placement planning meeting is:

1. To formally reiterate the importance of the child having a voice in the process of planning for their future;
2. To ensure no vital information has been missed in the matching and subsequent placement;
3. To clearly set out from the start the specific expectations of the placement;
4. To be precise about the level of support/interaction expected of the Social Worker and placing authority;
5. To summarise for the child the expectations of group living and school attainments at the home.

Appendix A – workforce experience and qualifications

	Start date	Job Role	Experience	Qualifications
	27/10/2014	Home manager	<p>EBD schools as a 121 and nurture unit, community working with disabled children.</p> <p>Started at Poppy lodge starting as a RCW and then worked way through the roles to home manager.</p> <p>Was appointed as home manager in December 2021</p>	<ul style="list-style-type: none"> ✓ GCSEs ✓ QCF level 3, ILM, DDP level 1, level 3 health and social care ✓ enrolled on her level 5 QCF ✓ DSL safeguarding ✓ Trauma informed practice
	09/11/2020	Deputy Manager	<p>Working with children and applying theatre in education</p> <p>Working with pre-school children applying theatre in education</p> <p>Wellfare Officer – Community Theatre Charity</p> <p>Was appointed Deputy Home Manager September 2022</p>	<ul style="list-style-type: none"> ✓ GCSEs ✓ Btec National Level 3 ✓ Performing Arts Merit/Distinction ✓ BA Hons Theatre <p>Enrolled on QCF level 3 Trauma informed practice</p>
	31/02/2021	Team Manager	<p>Has worked previous experience working in the care and education setting.</p> <p>Has had built her career around working with people who have learning, physical, emotional and mental health impairments.</p>	<ul style="list-style-type: none"> ✓ Cert Ed ✓ Counselling Level One ✓ Enrolled on QCF level 3 Trauma informed practice

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	12/09/2022	Team Manager	From 2012 until Present working within the care sector at Hampshire County Council as a health care assistance and then Future Care Group as a Team Leader. She then worked at PetersDean Care as a care support worker.	NVQ 2 Health and Social Care Advanced Administrations in Medications Entry Level Hair and Beauty Care Certificate GCSE Double Science Grade C Functioning Skills Level 2 (English and Maths) Trauma informed practice
	04/07/2022	SRCW	Has had experience in working in an office environment. Has had experience in working in customer services.	GCSE'S A levels- 3 Grades B-C BTech in Sport BSC (Hons) Criminology and criminal justice Enrolled on QCF level 3 Trauma informed practice
	28/11/2022	SRCW	Has had previous worked with special needs Young adults in a college setting. She has experience in the use of Makaton. She has worked in customer services and had a cleaning job prior to working at Poppy Lodge	GCSE's Qualified teaching assistant Level 2 Autism and understanding. Makaton experience Trauma informed practice
	October 2023	RCW	Has had previously been a member of the British Army. Until recently, worked as a Bus Driver within the Hampshire Area and had many responsibilities. One of her main responsibilities was to ensure the safety and welfare of all those she had come into contact whilst working.	Soon to be enrolled on QCF Level 3 Safeguarding Therapeutic parenting. Trauma informed practice

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	11/04/2022	Residential care worker	<p>Has had a lot of experience working with a variety of different people in a variety of roles.</p> <p>Has had previously been in a care role working with the elderly</p> <p>Has worked as a waking night at Poppy and transferred to day time support</p>	<p>GCSE's NVQ Health and social care NVQ level 2 Health and social care</p> <p>Currently enrolled awaiting completion of exams. Trauma informed practice</p>
	26/06/2023	Residential care worker	<p>Has previous experience working with an agency who provides staff for a different variety of care homes. Including working with disabilities, challenging behaviours and trauma.</p>	<p>GCSE'S Trauma informed practice ASD Safeguarding Health and safety</p>
	01.03.2024	Residential support worker	<p>Has worked in childcare for 18 months prior to joining Poppy Lodge.</p>	<p>Paediatric first aid course Online training for ASD Safeguarding training</p>
	08.04.2024	Residential support worker	<p>Worked with children ages 11-16 years old with SEN, disabilities, mental health and behavioural issues in her job as a support worker.</p>	<p>Emotional literacy support Speech and language education support GCSE'S in maths, English, French, science, child development and geography</p>
	14.02.2024	Residential support worker	<p>Mental health support worker Autism and challenging behaviour support worker Working in hospital as support worker Care home and people living with dementia as a carer</p>	<p>Health and social care level 4 Health and social care level 5</p>
	25.03.2024	Waking night support	<p>Previously worked in an elderly care home, supporting people with</p>	<p>Duty of care • Practical moving and handling • Metal</p>

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			dementia and mental health needs.	<ul style="list-style-type: none"> Capacity Act Essentials • Parkinson's Disease • Epilepsy Awareness • Medication administration and competency • Catheter care • Core communication skills • Diabetes awareness and management • End of life • Falls and fracture prevention. • First aid • Fluids and Nutrition • Infection, prevention and control • Health safety and welfare (inc COSHH and RIDDOR) • Lone worker • Neurological conditions: MND and MS • Stroke Awareness • Record Keeping • Coaching and Mentoring training for line managers and employers • Peg feed • Stoma car
	03.04.2024	<i>Waking night support</i>	<p>Previously worked for an agency, Providing 1:1 and group support to children and young people with disabilities. Facilitate inclusion of the child into community settings Keep accurate records, maintain confidentiality, and follow policy and procedures of the organization.</p> <p>Participate in creating, updating and</p>	<p>Obafemi Awolowo University, Ile-Ife, Osun State (OAU)</p> <p>Bachelor of Laws (LLB) Degree (Honours)</p> <p>Sept. 2009- Aug. 2014</p> <p>Nigerian Law School Agbani, Enugu</p> <p>The Council of Legal Education Certificate</p>

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			implementing care plans for children and young persons.	
	02.04.2024	Residential support worker	Worked for Peter's Dean agency from 2022 prior to coming full time at Poppy Lodge. Supporting Worked in an elderly care home supporting people with dementia	5 years of Violin studying at Conservatory; ● Co-Founder of the Physics Students' Association; ● Founder of the Physics Students' Mentoring Program; ● Volunteer Work in care homes for the elderly; ● Volunteer Work in children's hospital wards; ● Care Senior in a Home for the elderly with Dementia; ● Team member at Butlins' Resor

Temporary/ Bank Staff member Name	Start date	Job Role	Experience	Qualifications
	2015- Present	Bank RCW	has previous teaching experience within education and a strong all round knowledge of working with young people.	All mandatory training is current and up to date as of April 2023 Completed QCF level 3 in residential care

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	2021- present	Bank RCW	has experience in residential care and has completed shifts at homes across our region	Completed mandatory induction and is enrolled on QCF level 4 on working with young people in residential care

Appendix D – Crisis Prevention Institute Safety

All members of the care teams within the home are trained within Crisis Prevention Institute Safety Intervention Foundation level training (CPI).

This first tier training incorporates trauma-informed and person-centred approaches integral to the application of the model. CPI focus on prevention through de-escalation techniques through to non-restrictive and restrictive intervention.

If a child in the home demonstrates increased extreme risk behaviours, the home can increase this training to the advanced and emergency training model highlighted below- this is assessed through behavioural observation and assessment of risk and tailored to the individual needs of the child. Outcomes First Group (OFG) have set a clear procedure to follow in times where a service feels there is a justified need for Advanced and Emergency Disengagements and/or Holding Skills. This procedure requires services to make an application to the Reducing Restrictive Practices (RRP) Board. CPI will then be commissioned to complete a validation visit and compile a report that is then presented to the board for authorisation.

Each level of training will then be refreshed every 12 months as part of mandatory training. Also covered as part of the training will be the law around physical interventions, including any changes/updates to legislation, (DFES & DOH) and regulations such as the Children's Homes (England) Regulations.

The CPI ethos is to ensure physical intervention is used as a last resort except in circumstances of immediate risk, threat of danger or serious harm as per company values and legislation. Care teams, where possible, are to communicate to all children before physical intervention is initiated as a possible measure to ensure they remain safe, giving an opportunity to co-regulate. After any physical intervention, this will be revisited to communicate why this was an appropriate measure – for example, to prevent serious harm to themselves or someone else. Relationships can be fractured during any incident, especially those of a physical nature, and an opportunity will be given within a reasonable amount of time for all parties to co-connect and co-reflect, re-attuning the relationship by talking through incidents, via debriefs, key working and/or mediation group work.

OFG is an affiliate member of Crisis Prevention Institute (CPI), and services subscribe to either one of the below Safety Interventions (SI) packages – Foundation, Advanced or Advanced and Emergency. The arena of education also covers residential services and health/human cater to the group's adult division. The benefits of the CPI model are that it has a tiered approach based on the needs of an individual. CPI has 3 levels- this also sits in line with the organisations well-being model.

Safety Intervention - Foundation™



Table 1: Disengagement

Name & Sequence Market	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (1 staff)		
								Low	Medium	High
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90									

KEY
Green ✓ = Foundation Safety Interventions included
Red x = Skills not included

Table 2: Holding

Name & Sequence Market	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds		
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x
Timings (minutes)	150										

As noted, CPI SI Foundation Training is our core training that all care team adults are trained within, which incorporates trauma informed and person-centred approaches. The programme has a focus on prevention, it also teaches de-escalation skills as well as non-restrictive and restrictive interventions. The programme is Restraint Reduction Network (RRN) certificated training curricula.

Safety Intervention - Advanced™



Table 1: Disengagement

Name & Sequence Market	Strike	Wrist	Clothes	Hair	Neck	Body	Site	Interventions (1 staff)			Neck (high risk)
								Low	Medium	High	
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90										15

KEY
Green ✓ = Foundation Safety Interventions included
Red x = Skills not included
Yellow ✓ = Advanced Skills included

Table 2: Holding

Name & Sequence Market	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds			3 rd Person		Advanced Team Interventions (3 staff)	Transitions (3 staff)	Standing to floor transitions (Slips, Trips and Falls)		Standing to floor transitions (Slips, Trips and Falls)	
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing	Seated	Standing			Standing to Seated	Standing to Seated	Standing to Seated	Standing to Seated
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	150											30	20	15	35	35	35	35	

Safety Intervention – Advanced and Emergency™



KEY Blue ✓ = Skills included

Table 1: Disengagement

Name & Sequence	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (lights)			Neck (high risk)	Emergency Responses									
								Low	Medium	High		Thumb	Dorsal Hand	Torso		Sternum		Mandibular		Columellar	
Market	Escape		Rescue		Escape		Rescue		Escape		Rescue		Escape		Rescue		Escape		Rescue		
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90										15	115									

Table 2: Holding

Name & Sequence	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds		3 rd Person		Advanced Team Interventions (3 staff)	Transitions (3 staff)	Standing to floor transitions (Slips, Trips and Falls)		Standing to floor transitions (Slips, Trips and Falls)		Emergency Team Interventions (3 staff)	Emergency Floor Holding		Seclusion			
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Seated	Standing			Standing to floor	Standing to Supine	Standing to Prone	Standing to Prone		Supine	Supported Prone	Rapid Tranquilisation	Entry	Search/Remove of Unstable Items	Exit
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	150										30	20	15	35	35	35	35	40	50	50	30	30	30	30	

CPI SI Advanced or Advanced Emergency programmes are designed for services that support individuals who are more likely to demonstrate more complex or extreme risk behaviours. It provides effective tools and decision-making skills to help staff manage higher risk situations, offering a wider array of verbal and physical intervention options. Both programmes are RRN certificated training curricula and provide Continuing Education Credits (CEC) and Continuing Professional Development (CPD) Credits.

We have a dedicated restraint reduction team who oversee and govern the use of restrictive physical intervention and how it can be reduced. While all our services are trained in foundation CPI, if a child or home required additional interventions, this will be assessed by the RRN team, present to the RRN board for agreement and advanced and emergency methods can be trained and risk assessed based on individual need only.

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Appendix E – Outcomes First Group

Who are we?

In 2016, NFA Group combined forces with Acorn Education and Care to create the UK's leading and largest Children's care provider. With over 2 decades of experience and a positive reputation as a specialist, multi-divisional organisation, the NFA Group provided high-quality Education, Care and Fostering services to vulnerable children and young people, offering them a safe and nurturing environment in which to learn, grow and succeed.

2019 saw this position further strengthened by the alliance of the NFA Group and Outcomes First Group creating the unified Group you see today – a Group which has become a vital part of local communities in England, Scotland, Wales and Northern Ireland with a renowned reputation for quality and positive outcomes for the people we care for.

The children's and young people's part of the organisation is divided in to 2 clear areas.

1. **Acorn education and care** – this is our universal offering of SEMH care made up of 35 children's homes, 2 residential Schools and 32 schools. Our services support young people with emotional behavioural difficulties, young people diagnosed on the ASD spectrum, emerging mental health, 12-week assessment and homes that specialise in pathway to fostering and transitions to adulthood. (These services include homes under the following legal entities Bryn Melyn Care, Pathway Care homes, Hilcrest children's services and ECS homes)
2. **Options autism** – this is our specialist services for young people with complex learning disabilities including autism and social, emotional, and mental health needs made up of 20 services. (These services include homes under the following legal options autism, underlay gardens, Acorn Park, Falklands House and Holistic Care)

Within the group we have homes that are specialists under the above bracket however we understand that young people may move in and out of higher and lower acuity need based on their behavioural responses to their trauma and attachment needs so we have developed well-being and CPI models that are able to adapt to the needs of the young people in our care.

For example, a home may sit under acorn education and care with a young person under a universal package, they may then hit a period of crisis and the needs of that child may escalate. Rather than destabilising the child further and moving the young person we are able to bolt on additional training, advanced CPI needs, and additional packages of clinical investment based on the needs of the child to support that young person.

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